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ABSTRACT

This aggregation model for urban school career counseling services presents a systematic alternative to those career guidance and counseling strategies presently in place in urban schools. Its purpose is to facilitate collaborative efforts by school staff, parents, students, and the community in building career guidance and counseling sevices based in the school yet drawing upon the rich human and material resources of the urban area. The career counseling model, presented in both graphic and narrative forms, involves four stages (47 components): planning (13), design (19), implementation (9), and evaluation (6). The narrative section defines the components and describes the role which personnel, financial resources, facilities, and other support systems play in the career counseling process. The establishment of an aggregation of career counseling sponsors, including the local school district, state education department, counselor education institution, and professional organizations is required to implement this model. (The study which developed this document is reported in CE 025 197.) (YLB)

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A MODEL FOR URBAN SCHOOL CAREER COUNSELING SERVICES

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CE 025 167

FOREWORD

This model for urban career guidance and counseling was prepared as a part of a year-long study of our urban schools. Its major focus is on the collaborative efforts of persons and the blending of the myriad resources of our urban centers. Dr. Keith D. Barnes has forged an effective and pragmatic new approach for injecting new ideas and energies into our career guidance and counseling efforts at the urban school level. Additionally, he has prepared excellent guides for evaluating school guidance and counseling programs and improving a school's information sharing system.

We believe these materials offer substantial new ideas and practical ways of improving these vitally important school services. We invite your participation in these materials and your thoughts on how they can be improved in the future.

Special thanks is also extended to Dr. Frank Burnett for his assistance in the preparation of the model. His research, "A Model for the Development of Counselor In-Service Needs," an unpublished doctoral dissertation, was an invaluable guide in the preparation of this career counseling model.

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1980

AN AGGREGATION MODEL FOR URBAN SCHOOL CAREER COUNSELING SERVICES

Introduction

One of the most important issues facing school counselors today is the establishment of a truly functional career counseling program. If counselors are to have an important role in the elementary and secondary schools of this nation, they must become involved in a continuing career counseling process which insures that they improve their career counseling skills and competencies.

This model for school career counseling has been developed to assist the reader in the planning, design, implementation and evaluation activities which must be carried out if the career counseling sponsor is to provide a quality career counseling program.

Using the Model

The career counseling model is presented in both graphic and narrative forms. The graphic presentation will permit the career counseling sponsor to study the various components which constitute the model and see how each interrelates with the others. The graphic model also depicts the order which the various components should follow. The narrative section of the model fully defines the various components and describes the role which personnel, financial resources,

facilities and other support systems will play in the career counseling process.

The career counseling model calls for the establishment of an aggreagation of career counseling sponsors, including the local school district, state education department, counselor education institution and professional organizations. Each of these agencies and organizations has a tradition of involvement in school counselor program development, and its participation in the aggregation will lead to the efficient management of personnel, financial resources, facilities and career counseling materials. In addition, each sponsor has access to the school counselor constituency which is the target of this model.

Since the ability to implement such a model will vary from sponsor to sponsor, this model is not time phased. Any group that decides to employ the model will need to study this element, since considerable time will be required to install the new system and allow the various stages to run their course.

Finally, to employ this model requires an understanding of the terminology which is used. The following definitions will need to be reviewed before using the career counseling model:

. Planning stage - The stage in which career counseling goals and objectives are defined and a general scheme of action is outlined.

- Design stage - The stage in which the career counseling program and its component activities are arranged in detail.
- Implementation stage - The stage in which the career counseling program and its component activities are put into action.
- Evaluation stage - The stage in which the effectiveness of the career counseling program is measured.
- Aggregation or consortium - The union of the various sponsoring entities for the purpose of cooperating in the planning, design, implementation, and evaluation of the school's career counseling program.
- Career counseling - A general plan of action which specifies career counseling goals and objectives over a given period of time.
- The career counseling program - A comprehensive list of activities leading to the fulfillment of the career counseling goals and objectives.
- Career counseling activity - A specific function (e.g., job placement) which is part of the total career counseling program.
- Local education agency (LEA) - The local school district or system, including its guidance and counseling unit.
- State education agency (SEA) - The state department of education, including its guidance and counseling unit.

. Counselor education institute - The department within a college or university charged with the preservice and inservice education of counseling personnel.

. Professional organization - The grouping of school counselors for professional growth and development. Professional organizations can function at the national, state or local level.

A MODEL FOR URBAN SCHOOL CAREER COUNSELING SERVICES: THE NARRATIVE

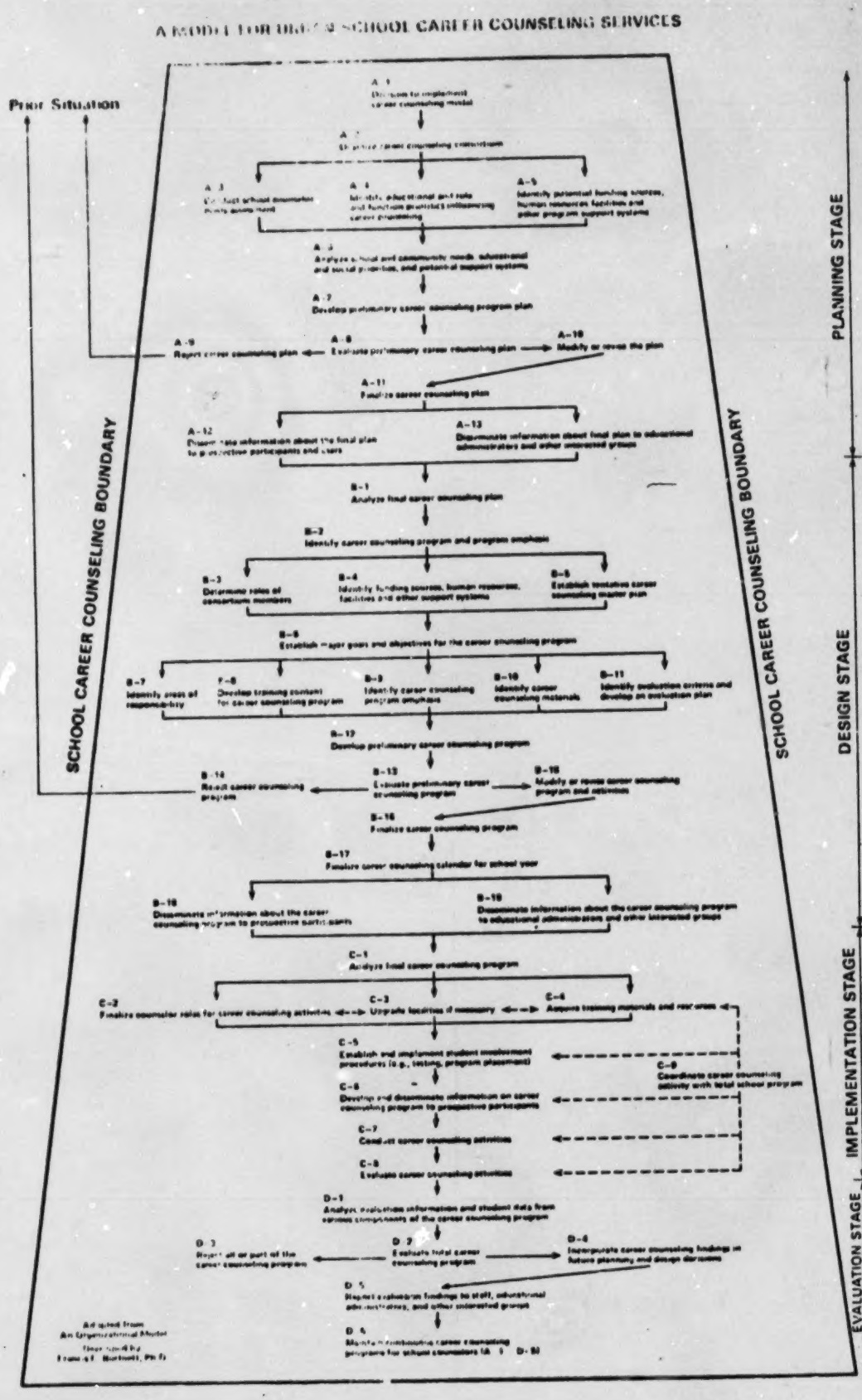
Planning Stage

A-1 Decide to implement career counseling model.

The decision is made by the local education agency, state education agency, counselor education institution, or professional organization to develop a career counseling program for school counselors using this model.

A-2 Organize career counseling aggregation.

Representatives of the local education agency, state education agency, counselor education institution, and professional organization should comprise the membership of this aggregation. The involvement of these groups at the planning, design and evaluation stages will insure that all career counseling providers are represented in these processes and will lead to greater collaboration at the implementation stage of the model. The leadership of the aggregation should evolve as the group develops


A MODEL FOR DESIGNING SCHOOL CAREER COUNSELING SERVICES
Prior Situation
SCHOOL CAREER COUNSELING BOUNDARY
SCHOOL CAREER COUNSELING BOUNDARY
PLANNING STAGE
DESIGN STAGE
IMPLEMENTATION STAGE
EVALUATION STAGE
A-1
A-2
A-3
A-4
A-5
A-6
A-7
A-8
A-9
A-10
A-11
A-12
A-13
B-1
B-2
B-3
B-4
B-5
B-6
B-7
B-8
B-9
B-10
B-11
B-12
B-13
B-14
B-15
B-16
B-17
B-18
B-19
C-1
C-2
C-3
C-4
C-5
C-6
C-7
C-8
C-9
D-1
D-2
D-3
D-4
D-5
D-6

and matures. The formation of the aggregation may require that one of the sponsors (e.g., local guidance supervisor) call the initial planning meeting. Once underway, the aggregation can develop organizational and administrative procedures to govern its activities.

A-3 Conduct school counselor needs assessment.

The career counseling aggregation should develop procedures for identifying the career counseling priorities of its school counselor constituents. This component is designed to permit the prospective participant in the program to have a voice in the development of goals and objectives. It may also be useful to identify the concerns of guidance supervisors and educational administrators in a separate needs assessment survey. Career counseling needs assessment should be an ongoing activity of the aggregation, and all members should have input into the development of the procedures and instruments (e.g., survey forms, questionnaires) which are used.

A-4 Identify educational and role and function priorities influencing career counseling.

In planning and designing the career counseling program for school counselors, it is important to consider related educational and school priorities which may be receiving attention in the school district, state department, or professional organization. Educational concerns

such as the counseling of handicapped children, and especially concerns such as youth unemployment, should have a direct linkage to the role of the school counselor and the guidance program. The career counseling aggregation should make every attempt to relate these concerns to the school's career counseling program.

A-5 Identify potential funding sources, human resources, facilities and other program support systems.

Career counseling planners should identify the potential sources of funding, human resources (e.g., career education materials), training facilities, and other program support systems which are available to them as they develop the plan and program.

A-6 Analyze school and community needs, educational and social priorities and potential support systems.

The career counseling aggregation, or a designated individual or group appointed by that body, should study the information collected as a result of the school counselor needs assessment and the review of educational and social priorities. The identification of counselor needs and institutional priorities can then be analyzed in relation to the potential support systems which are available. This final analysis should be conducted by the full aggregation with the goal of establishing career counseling priorities and developing a career counseling plan.

A-7 Develop preliminary career counseling plan.

The career counseling aggregation should develop a plan for school counselors or career counseling which reflects the input of the various constituent groups and takes into account the educational and social priorities of the institution. The plan will reflect the general inservice goals and objectives around which the inservice program will be constructed.

This plan should represent the short range goals of the eventual career counseling program (example: career counseling plan for the 1980-81 school year) and also allow for long range planning. The plan should consider the common needs of the total school counselor population and the unique or special needs of subgroups of counselors.

The career counseling education plan can identify both subject or topical concerns (e.g., the use of computers in career information delivery) and broader programmatic concerns (e.g., the role of the school counselor in career education). The former could be facilitated by the development of a special career counseling activity. The latter might require a series of activities constructed around that central theme.

A-8 Evaluate preliminary career counseling plan.

The career counseling plan which is developed by the

aggregation should be presented to the school counselor population (or a representative sample of the population) for review and evaluation. This review by prospective participants can be complemented by the evaluation of other related parties (e.g., educational administrators, counseling supervisors).

A-9 Reject career counseling plan.

Should the evaluation by school counselors and related groups be extremely negative, the aggregation should discontinue further consideration of the plan. This results in a return to the situation prior to the initiation of this model.

A-10 Modify or revise career counseling plan.

After analysis of the evaluation information, the aggregation should modify or revise the career counseling education plan to reflect as many concerns as possible.

A-11 Finalize career counseling plan.

The aggregation should prepare the career counseling plan in final form.

A-12 Disseminate information about the final career counseling plan to prospective participants and users.

The final career counseling plan should be disseminated to all school counselors who may become participants in the program. This communication will sensitize the counselors to the general goals and objectives of the

plan and alert each that specific program and activity information will follow.

A-13 Disseminate information about final plan to educational administrators and other interested groups.

The final career counseling plan which is generated by the aggregation should be submitted to the appropriate educational administrator for information and approval (if necessary). At the local education agency level, this official would be the school superintendent. In the state education agency, it would be the chief state school officer or the appropriate deputy. In the college or university, the chairperson of the school of education, director of continuing education or person with similar responsibilities should receive the plan. All members of the governance unit (e.g., Board of Directors) of the professional organization should receive the plan. In addition, local school boards, state boards, state boards of education and related policy making bodies could benefit from an understanding of the career counseling plan for school counselors.

The aggregation should attempt to tie the career counseling plan for school counselors to other programs for teachers and related school personnel. This will prove most beneficial in those areas where the various career counseling plans are attempting to address

common education and social priorities. Information about the school counselor plan must be disseminated throughout the agencies and organizations which comprise the aggregation. This dissemination will result in 1) a better understanding of the career counseling needs of school counselors, 2) an awareness of the proposed plan or solution which addresses those needs, and 3) an opportunity for other educators to relate their efforts (and possible career counseling activities) to those which will be developed for school counselors.

Design Stage

B-1 Analyze final career counseling plan.

The aggregation should meet to analyze the final career counseling plan.

B-2 Identify career counseling program and program emphasis.

The analysis of the final career counseling plan should result in the identification of program and counselor role priorities. Here it is important for the aggregation to be realistic in terms of what it can hope to accomplish over a specific period of time. The priorities which are identified will eventually be addressed by the program and its activities.

B-3 Determine roles of aggregation members.

Each member of the aggregation will need to determine what role he or she will play during the implementation

stage of the model. To this point, each aggregation member has had basically advisory input regarding the planning and design of the program. The roles which are performed during the implementation stage of the model shift from advisory to facilitative. Some aspects of the career counseling program may best be implemented on an individual basis by one of the aggregation members. Other aspects of the program may require joint implementation efforts by two, three, or all of the sponsoring groups.

B-4 Identify funding sources, human resources, facilities and other support systems.

The identification of funding sources involves a study of both "available" and "potentially available" financial support. The aggregation will need to consider what existing financial support the various career counseling sponsors have provided for school counselors and how these funds can be applied to the new initiative.

In addition, a study of "potentially available" funds must be made to determine the amount of funding available and the procedures which must be followed in acquiring this assistance. This study should include a review of federal, state, and private programs which support the staff development and training of educational personnel.

As the activities move from the planning stage to

the design of specific programs, the aggregation must identify a cadre of prospective consultants who might accept responsibility for the specific emphasis in the program. Finally, the aggregation will need to consider the availability of support systems (e.g., secretarial/clerical assistance) which will be required to implement the program.

B-5 Establish a tentative career counseling master plan.

The aggregation should prepare a tentative career counseling calendar which provides preliminary information as to program dates, times, and specific functions.

B-6 Establish major goals and objectives for the career counseling program.

The aggregation should develop major goals and objectives for the career counseling program and for each of the specific activities which are included in the program. These goals and objectives should set forth the general knowledge, skill, and content areas that the aggregation hopes will be addressed in the career counseling program and activities.

B-7 Identify areas of responsibility.

The aggregation should nominate counselors, counselor-educators, guidance supervisors and other professional consultants to assist in the development of the program content for the various activities which will constitute

the career counseling program. In most instances, these same individuals will serve as practitioners.

B-8 Develop training content for the career counseling program.

The counselors, with advice and support from the aggregation, will develop the content for the various career counseling activities which will constitute the career counseling program. The career counseling content will be consistent with the goals and objectives identified earlier and may include one or more of the following elements:

1) Knowledge development
2) Skill acquisition
3) Program development

The training content can involve the introduction of a completely new training area or be the extension of areas studied during preservice education. In the development of the training content, the trainer will need to consider the agenda structure that will be required to effectively organize and introduce the information.

B-9 Identify career counseling program skills.

As the training content is developed, the trainer will need to determine the techniques and format best suited for the career counseling program. The following is a partial list of such skills:

1) Individual career counseling skills

2) Group career counseling skills

3) Program placement

4) Reevaluation of program placement skills

5) Student evaluation skills

6) Job placement skills

7) Resource management skills

8) Career counseling follow-up skills

Consideration of factors such as physical facilities and time constraints should also be taken into account.

B-10 Identify career counseling materials.

The trainer should identify all print and audio-visual materials that can be used to facilitate the training process. These materials will include all texts, guides, manuals, films, filmstrips, cassettes, and other training tools.

B-11 Identify evaluation criteria and develop an evaluation plan.

Two types of evaluation, general and specific, need to be considered. The aggregation should develop general evaluative criteria for the career counseling education program which can be applied to each of the skill acquisition activities. The evaluation instruments which are developed will need to measure the effectiveness of the various career counseling activities in

realizing the general goals and objectives of the program.

In addition, the aggregation must establish criteria and instruments (e.g., survey forms, pretest, post-test devices) which seek to determine the degree to which the goals and objectives of the specific activity have been set.

B-12 Develop preliminary career counseling program.

The development of the preliminary career counseling program results from the completion of the five preceding components and the coordination of all career counseling activities into a comprehensive career counseling initiative.

B-13 Evaluate preliminary career counseling program.

The career counseling program and each of its component activities should be presented to the school counselor population (or a representative sample of the population) for review and evaluation. This review by prospective participants can be complemented by the evaluation of other related and interested parties (e.g., administrators, supervisors, counselor-educators).

B-14 Reject the career counseling program.

Should the evaluation by school counselors and related groups be extremely negative, the aggregation should discontinue further implementation of the program. This

will result in a return to the situation prior to the establishment of the model.

If specific career counseling activities receive a negative evaluation, it will be necessary to return to the appropriate planning or design level and reconstruct additional career counseling activities to fit into the total career counseling program.

B-15 Modify or revise career counseling program and activities. After analysis of the evaluation information, the aggregation should modify or revise the career counseling program and its component activities to reflect as many concerns as possible.

B-16 Finalize career counseling program.
The aggregation should prepare the career counseling program in final form.

B-17 Finalize career counseling calendar for school year.
The aggregation should prepare the final career counseling calendar which lists each activity, date, time, and other appropriate information.

B-18 Disseminate information about the career counseling program to prospective participants.
The aggregation should develop and disseminate information about the career counseling program to all school counselors who are to be served by the program. This information should be attractive, informative, and

provided early enough to insure consideration by the counselors.

B-19 Disseminate information about the career counseling program to educational administrators and other interested groups.

The aggregation should develop and disseminate information about the school counselor career counseling program to school administrators and other interested parties. If participation in the program is open to non-counseling personnel, this activity will permit the aggregation to solicit outside participation.

Implementation Stage

C-1 Analyze the final career counseling program.

The aggregation or its member constituents should analyze the final career counseling program for the purpose of initiating implementation procedures.

C-2 Finalize counselor roles for career counseling activities.

Responsibility for each career counseling activity will need to be identified and arrangments made to allocate these services. In most cases the counselors will have participated in the design of the inservice activities, and their relationship with the program will simply need to be renewed.

C-3 Upgrade or modify existing physical facilities if necessary.

Training facilities for each career counseling activity will need to be identified and arrangements made to reserve the required meeting space and related counseling equipment.

C-4 Acquire training materials and resources.

The training materials and resources that were identified during the design stage will now be acquired (e.g., purchased, rented, etc.) for use in the training program.

C-5 Establish and implement student involvement procedures (e.g., testing, job placement).

Procedures should be established and implemented which will facilitate the orderly involvement of counselors in the various career counseling activities. If district-wide involvement of counselors is required for program implementation, then registration procedures may not be necessary. Whatever the system, this component in the model requires that the same form of participant recordkeeping be established.

C-6 Develop and disseminate information on career counseling program to prospective participants.

This component is an extension of B-18. Periodic announcements and reminders will be required to insure total communication to prospective participants.

C-7 Conduct career counseling activities.

Each of the various career counseling activites in the program is conducted.

C-8 Evaluate career counseling activities.

Each career counseling activity evaluation procedure is carried out and information returned to the career counseling aggregation.

C-9 Coordinate career counseling activity with total school program.

The various activities which constitute the total career counseling program must be coordinated. This coordination begins with the career counseling roles (C-2) and ends with the evaluation of each activity (C-8). The aggregation, or an individual identified by this group, should assume this coordination responsibility.

Evaluation Stage

D-1 Analyze evaluation information and student data from various components of the career counseling program. (B-9)

The evaluation information from the various career counseling activities should be collected and analyzed.

D-2 Evaluate total career counseling program.

The aggregation will evaluate the effectiveness of the total career counseling program by compiling and analyzing the evaluation information derived from the various activities. The aggregation should also make

provisions to monitor the career counseling procedures to insure that the program is implemented in a smooth and efficient manner. The evaluation of the total program may require that some type of summative evaluation be performed at the completion of the program year. This evaluation should be directed to the school counselor, participants, and members of the aggregation.

D-3 Reject all or part of the career counseling program.
Should the evaluation of the total career counseling program be extremely negative, the aggregation should discontinue further implementation of the program. If specific activities receive a negative evaluation, it will be necessary to remove these features from future implementation of the total program.

D-4 Incorporate the career counseling findings in future planning and design decisions.
The evaluation results should be used by the aggregation in planning and design decisions which will be made regarding the future of career counseling programs.

D-5 Report evaluation findings to staff, educational administrators, and other interested groups.
The results of the evaluation of the total career counseling program should be shared with the participants, administrators, and other interested groups (e.g.,

school board). This information should include statistics that report the total program's measured effectiveness.

D-6 Maintain continuous career counseling program for school counselors.

The aggregation and each of its members should maintain a continuous career counseling program for school counselors utilizing the organizational processes described above (A-1 through D-5).

SUMMARY

This aggregation model for urban school career counseling services is offered as a systematic alternative to those career guidance and counseling strategies and programs presently in place in the urban schools of America. The concept of aggregation is not new, but the truly systematic and maximum utilization of the multitude of resources available to the schools in our urban areas is new. Much attention has been given, in the professional literature, to the importance of the joining together of school and community resources, both material and human, but little success has been achieved in a majority of our urban school systems due largely to the absence of operational, systematic systems which would coalesce these resources. The aggregation model for urban school career counseling services described in this booklet can effectively build

this kind of aggregation effort in our urban centers and significantly strengthen the quality and scope of our schools' career guidance and counseling program efforts.

REFERENCE

Burtnett, Francis E. "The Development and Evaluation of A School Counselor's In-Service Education Model." Unpublished doctoral dissertation, George Washington University, Washington, D.C., June 1979.